CHAPTER-IV

DESIGN AND METHODOLOGY
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At the World Economic Forum and the WHO meeting in New Delhi in November 2008, several commitments were put forward to advance employee wellness, which was unanimously acknowledged as a strategic priority for India.

Healthy, productive employees are the lifeblood of an organisation, and the most important reason employers invest in employees’ wellness programmes. Present economic times only amplify the critical need for a healthy, alert, hopeful, optimistic, confident focused and energetic workforce. Although, larger organisations are more likely to offer wellness programs to increase employee’s job satisfaction and wellbeing, medium-sized and even small employers recognize their value. Employee wellness is the way of life explores the state of being at physical, mental, emotional and spiritual best and shows practical, every day steps employees can take towards attaining happiness.

Wellness is commonly defined as an organised set of activities designed to help individuals and their family members make and maintain voluntary behaviour change that help reduce their health risks and enhance their ability to function. Efforts are always made to enhance and maintain all aspects of employees’ wellness at micro or macro levels. In India, most of the IT companies are providing customized corporate wellness program. Positive psychology has certainly had a major impact in all industry sectors. The leadership and organisational development programs have integrated positive psychology concepts such as ‘Employees’ wellness’ is being increasingly highlighted in workplace wellbeing programs on the other hand, stress management training has long been overtaken by resilience building workshops. Therefore, the newly emerging concept of positive psychological capital would be particularly relevant when Indian organisations are preparing to compete in the global economy.

However, most of the research attention to date has been given to testing the relationship of positively-oriented self-evaluation traits such as self-esteem, generalized self-efficacy, internal locus of control, and emotional stability as well as to personality (Mount, Barrick, and Stewart, 1998) to performance. Researches on the
positive psychological capital states (Hope, Optimism, Resiliency, and Efficacy) and employees' wellness have been almost ignored by the field of organisational psychology. At present, the efforts are made to provide an overview of a particular organisational research tradition and associated interventions that have impact on positive psychological capital and practices in the workplace.

The following design and methodology were used to fulfill the objectives and to check the hypotheses of the study:

**SAMPLE**

All employees were solicited to partake in the study. Thus, three hundred and ninety (390) questionnaires were administered of which three hundred and six (306) questionnaires were returned, yielding a 78% response rate. According to Sekaran (2000), a response rate of thirty percent (30%) is regarded as acceptable for most research purposes. This good response rate can be attributed to the participants being informed well in advance of the purpose and objectives of the research.

**Table 1: Classification of Sample with Mean and SD of Age**

<table>
<thead>
<tr>
<th>Sr No</th>
<th>Category</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
<th>Mean Age</th>
<th>SD Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Government</td>
<td>42</td>
<td>34</td>
<td>76</td>
<td>40.89</td>
<td>09.99</td>
</tr>
<tr>
<td>2.</td>
<td>Private</td>
<td>37</td>
<td>42</td>
<td>79</td>
<td>42.73</td>
<td>10.49</td>
</tr>
<tr>
<td>3.</td>
<td>Semi-Government</td>
<td>43</td>
<td>43</td>
<td>86</td>
<td>42.81</td>
<td>09.19</td>
</tr>
<tr>
<td>4.</td>
<td>Self Employed</td>
<td>34</td>
<td>25</td>
<td>59</td>
<td>42.67</td>
<td>12.00</td>
</tr>
<tr>
<td></td>
<td>Grand Total</td>
<td>156</td>
<td>144</td>
<td>300</td>
<td>43.42</td>
<td>11.68</td>
</tr>
</tbody>
</table>

The study was finally conducted on a sample of 300 employees working in different organisations from National Capital Regions (Gurgaon, Faridabad, Noida, Delhi). They were selected on the basis of disproportionate stratified non-random sampling procedure. Data of eight subjects was dropped due to incompleteness. However, total sample was intact by adding the fresh ones. The age range of the selected sample was 25 to 60 years with an average age of 43 years. All the subjects
were literate and able to understand English (read and write). All the subjects belonged to the same class i.e. middle socio-economic.

The sample comprised of males and females, permanent employees working in private, government, self-employed and semi-government organisations, extending across the following occupational classes: HR Manager, Engineer, Programmer, Therapist, Scientist, Technical Assistant, Auxiliary Service Officer, Administrative Clerk, Director, Personnel Officer, Administrative Officer, State Accountant, counselor Personnel Practitioner etc. All the subjects were from urban area and different marital status. Among these a targeted group around 40 employees was selected from those having low positive psychological capital score and the same were given mindfulness meditation based intervention individually to see the effect on positive psychological capital.

**DESIGN**

The main aim of the study is to investigate relationship between positive psychological capital and indicators of employees’ wellness. For this purpose a correlational design was used. A correlational research can, however, establish whether two variables tend to be related to each other or not. This approach makes it possible to look at a number of positive psychological variables related to employee’s wellness and this is the crucial factor as far as the purpose of the study is concerned.

The study was conducted in two phases. In the first phase psychological capital along with employee wellness indicators (subjective wellbeing, job satisfaction and gainful employment) were measured.

<table>
<thead>
<tr>
<th>CONDITION I</th>
<th>CONDITION II</th>
<th>CONDITION III</th>
</tr>
</thead>
<tbody>
<tr>
<td>N=40</td>
<td>N=40</td>
<td>N=40</td>
</tr>
<tr>
<td>Baseline PsyCap Score</td>
<td>Mindfulness</td>
<td>PsyCap Score after 10 days of Mindfulness Intervention</td>
</tr>
<tr>
<td>Pre Intervention Score (Targeted Group having low score on PsyCap)</td>
<td>10 Days daily mindfulness practice 15 minutes</td>
<td></td>
</tr>
</tbody>
</table>

In the second phase Ex-post facto research design was used and mindfulness was used on a targeted sample (Where N=40) to see its effectiveness for the purpose of positive psychological capital enhancement. Repeated Measure (pre-post) design
was used. The rationale for using this sampling method was due to the respondents being easily accessible, their availability, as well as it being less time consuming and less expensive to gather the research information.

**Condition I:** This condition is consisted of targeted sample \((N=40)\) with low score on PsyCap Questionnaire. These responses are used for baseline responses to compare with the score after intervention program.

**Condition II:** In this condition, selected employees are given intervention program of Mindful Meditation to see the impact on positive psychological capital. It is a 10 days (15 minutes daily practice) intervention program which was administered individually by the trainer on the persons having low scores on positive psychological capital questionnaire.

**Condition III:** After the ten days of intervention, the psychological capital was measured again with the help of psychological capital questionnaire.

**MEASURING TOOLS**

After selection of the sample the next task was to select the tools for measuring the positive psychological states and wellness of employees. The selection of the tools for a particular study depends on various considerations, such as objective of the study, nature of sample, amount of time at the investigation, availability of suitable tools, personal competence of the investigator to administer etc. After carefully reviewing tools, on the basis of objectives, following measures of wellness indicators (Job Satisfaction, Subjective Wellbeing, Gainful Employment) and Positive Psychological States (Hope, Optimism, Self Efficacy, Resilience) were selected because they had been found to be reliable.

Among other factor taken into consideration in selection of the tool were: (1) the efficiency of the test (2) ease in administration and scoring (3) the educational level which the test was best suited for (4) content of the test (5) the suitability of the test to research objectives. Taking into account of all considerations, only standardized and psychometrically sound tools were selected for the study. The sequence and order of measures was controlled independently and randomized each subject.
The participants were assessed with following tools:

1. Psychological Capital Questionnaire
   - Efficacy (Parker, 1998)
   - Hope (Snyder et al., 1996)
   - Resilience (Wagnild & Young, 1993)
   - Optimism (Scheier & Carver, 1985)

2. Tools for the assessment of wellness:
   - Job satisfaction Survey (Spector, 1985)
   - Subjective Wellbeing Inventory (Sell & Nagpal, 1992)
   - Gainful Employment Questionnaire (Snyder & Lopez, 2007)

3. Mindfulness Meditation

DESCRIPTION OF THE TOOLS

A brief description of tests used in the study is as under:

1. Psychological Capital (PsyCap) Questionnaire

PsyCap was measured with the use of the 24-item psychological capital questionnaire (PCQ) by Luthans, Youssef, and Avolio (2007) and empirically validated by Luthans, Avolio et al. (2007). The questionnaire has been placed in Appendix-D. Permission to use the PCQ is available to researchers free of charge at www.mindgarden.com. The 24 items that make up the survey were adapted from previously published scales that have been analysed and supported in the positive psychology literature across multiple studies and have been used in previous workplace studies by themselves and in combination (Avey, Luthans & Youssef, in press; Luthans, Avolio et al., 2007; Luthans et al., 2005; Luthans, Norman et al., 2008; Youssef & Luthans, 2007). The internal consistency (Cronbach Alpha) reliability for this scale is .92. Specifically, the instrument consists of six items adapted from each of the following scales:

(F1) Efficacy (Parker, 1998)
(F2) Hope (Snyder et al., 1996)
The description of components in positive psychological capital as given below:

**Efficacy:** This is one of the PsyCap construct that has the most extensive theory and research support (e.g., Bandura, 1997). Multiple meta-analyses have concluded that self-efficacy has considerable impact on performance outcomes (Sadri & Robertson, 1993; Stajkovic & Luthans, 1998). With roots in Bandura’s (1997) social cognitive theory, applied to the workplace, efficacy has been defined as “the individual’s conviction or confidence about his or her abilities to mobilize the motivation, cognitive resources or courses of action needed to successfully execute a specific task within a given context” (Stajkovic & Luthans, 1998).

**Hope:** The construct of hope in PsyCap is generally considered to be an “empowering way of thinking” (Snyder, 1994). In formulating hope theory, Snyder began with the assumption that people are generally goal oriented; that is, people behave in such a way that they are trying to accomplish something. Snyder determined there were two components comprising hope: agency (willpower) and pathways (Snyder, 2000; Snyder, Rand, & Sigmon, 2002).

**Resiliency:** Masten & Reed, 2002 defined resilience “refers to a class of phenomena characterized by patterns of positive adaptation in the context of significant adversity or risk,” which enables individuals to bounce back quickly and effectively from adverse events. Resilience is the difference between those who recover well after adversity and those who remain devastated and unable to move ahead (Masten et al., 1985). Richardson (2002) argues that those higher in resilience bounce back psychologically (including emotion and cognition) to levels at, or even beyond, previous levels of homeostasis or equilibrium (Bonanno, 2004).

**Optimism:** Carver and Scheier (2002) said “optimists are people who expect good things to happen to them; pessimists are people who expect bad things to happen to them” and the difference between the two is not trivial, as optimists “differ in how they approach problems and challenges and differ in the manner and success with which they cope with adversity.” There are two major complementary theoretical streams by which optimism is explained in positive psychology. Seligman (1998) uses an attribution framework (i.e., explanatory style) whereby optimists make internal,
stable, and global causal attributions of positive events and external, unstable, and specific attributions of negative events.

Sample items from each of the subscales included: "I feel confident helping to set targets/goals in my area of work" (efficacy); "If I should find myself in a jam at work, I could think of many ways to get out of it" (hope); "I always look on the bright side of things regarding my job" (optimism); and "I usually manage difficulties one way or another at work" (resilience). Responses were given on a 6-point Likert-type scale: 1 _ strongly disagree, 2 _ disagree, 3 _ somewhat disagree, 4 _ somewhat agree, 5 _ agree, and 6 _ strongly agree. All the subscales in this study demonstrated reliability alphas greater than 0.70 with the exception of resilience in the student sample of the pilot (a _ 0.69). However, resilience did demonstrate alpha above 0.70 in the practicing managers' sample. In addition, the overall 24-item composite PCQ demonstrated reliability alphas greater than 0.90 in both samples. Because this is a relatively new scale, we conducted a confirmatory factor analysis (CFA) with the two samples to determine whether we could replicate validation results reported previously by Luthans, Avolio et al. (2007).

2. Job Satisfaction Survey (JSS)
The Job Satisfaction Survey developed by Paul E. Spector (1985), JSS is a 36 item, nine subscales to assess employee attitudes about the job and aspects of the job. Each facet or subscale is assessed with four items, and a total score is computed from all items. The full version of the survey is available in Appendix-E. A summated rating scale format is used, with six choices per item ranging from "strongly disagree" to "strongly agree". Items are written in both directions, so about half must be reverse scored. The nine subscales are Pay, Promotion, Supervision, Fringe Benefits, Contingent Rewards (performance based rewards), Operating Procedures (required rules and procedures), Coworkers, Nature of Work and Communication (Table.2.).

Although, the JSS was originally developed for use in human service organisations, it is applicable to all organisations. The internal consistency (Cronbach Alpha) reliability for this scale is .89. Cronbach alpha coefficient for each dimension of the scale ranged from .63 to .88 on the JSS (Yelboga, 2009).

The job Satisfaction Survey has some of its items written in each direction—positive and negative. Scores on each of nine facets, based on four items each, can
range from 4 to 24; while scores for total job satisfaction based on the sum of all 36 items, can range from 36 to 216. Each item is scored from 1 to 6 if the original response choices are used.

Table 2: JSS-Job Satisfaction Survey Subscales and Descriptions

<table>
<thead>
<tr>
<th>Subscales</th>
<th>Descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pay</td>
<td>Pay and remuneration receive</td>
</tr>
<tr>
<td>Promotion</td>
<td>Promotion opportunities, encouragement and endorsement</td>
</tr>
<tr>
<td>Supervision</td>
<td>Immediate supervisor to direct and manage</td>
</tr>
<tr>
<td>Fringe Benefits</td>
<td>Monetary and nonmonetary fringe benefits/profits</td>
</tr>
<tr>
<td>Contingent Rewards</td>
<td>Appreciation, recognition, and rewards for good work</td>
</tr>
<tr>
<td>Operating Procedures</td>
<td>Operating policies and working procedures</td>
</tr>
<tr>
<td>Coworkers</td>
<td>Peer group or people you work with</td>
</tr>
<tr>
<td>Nature of Work</td>
<td>Job tasks and duties characteristics</td>
</tr>
<tr>
<td>Communication</td>
<td>Communication within the organisation</td>
</tr>
</tbody>
</table>

High score on the scale represent job satisfaction, so the scores on the negatively worded items must be reversed before summing with the positively worded into total score or subscales. A score of six representing strongest agreement with a negatively worded item is considered equivalent to a score of 1 representing strongest disagreement on a positively worded item, allowing them to be combined meaningfully.

3. Subjective Well-Being Inventory (SUBI)

To measure the subjective well-being of employees, SUBI by Sell and Nagpal (1992) was used. This is very comprehensive and robust instrument for assessing positive indicators of health developed by stepwise ethnographic exploration, process, and this inventory initially consisted of items that were supposed to be measuring various areas of concern possibly related to or parts of well-being and ill-being.

The inventory has been shown in Appendix-F. This item pool was subjected to statistical treatment and factor analysis. The result was a 40-item version that assesses the subjective well-being of the subjects on 11 factorial dimensions. The internal consistency (Cronbach Alpha) reliability for this scale is .87.
The factor analyses over the different samples, with varying numbers and sequence of items, in different languages, and from different parts of India show an extraordinary degree of stability in content of factors, but also stability over time, in a sub-sample which was re-tested in Delhi after 18 months. A description of the retained eleven factors is given below:

(f1) General Well-Being- Positive Affect [GWB-PA]: The referents of this factor reflect feelings of well-being arising out of an overall perception of life as functioning smoothly and joyfully. The items reflect our theoretical construct of positive affect only in what we had called its overall perspective (Nagpal and Sell, 1985).

It is of interest to note that all the more specific concerns, such as family life or work, did not load to any substantive degree on this general factor. At least for job satisfaction, this confirms previous findings refuting a 'pie'-model of life satisfaction (Near, 1984).

(f2) Expectation-Achievement Congruence [EAC]: The items on this factor refer to feelings of well-being generated by achieving success and the standard of living as per one's expectation, or what may be called satisfaction. The factor confirms our theoretical construct of expectation-achievement harmony. However, as shown specifically for satisfaction at the work place (Herzberg, 1966), positive and negative aspects have emerged as independent and not correlated.

However, the negative dimension (expectation-achievement discrepancy of our first factor analysis) has not been found to be sufficiently stable over the following smaller samples and has, therefore, been dropped. In the case of a special interest, this factor can, of course, again be included.

(f3) Confidence in Coping [CC]: This factor relates to perceived personality strength, the ability to master critical or unexpected situations. It reflects what is sometimes called positive mental health in an 'ecological' sense, i.e. the ability to adapt to change and to face adversities without breakdown. It confirmed our theoretical construct of mental mastery but again the negative items of this construct have formed an independent and non-correlated factor (Inadequate mental mastery).
Transcendence [Trans]: The items of this factor relate to life experiences that are beyond the ordinary day-to-day material and rational existence. They reflect feelings of subjective well-being derived from values of a spiritual quality. The construct of rootedness, belongingness was fully confirmed in this factor. However, the item enquiring about moments of bliss or ecstasy has consistently loaded here, whereas we had expected it to be part of general well-being - positive affect.

Family Group Support [FGS]: This factor reflects positive feelings derived from the perception of the wider family (beyond the primary group of spouse and children) as supportive, cohesive and emotionally attached. In the theoretical constructs, we had not anticipated that emotional attachment, supportiveness and cohesiveness would cluster in one factor. Furthermore, it had not anticipated that concerns about the primary group (spouse and children) would be evaluated independently from the perception of the family beyond.

It is also noteworthy that only positive items clustered in this factor. The negative items in the 130-item version (worry over family life, family a burden, lack of joint decision-making and disharmony in family) did not cluster to form a negative factor.

Social Support [SS]: One had anticipated two separate areas of feelings of security and density of social networks. These two theoretical constructs have merged in this factor which contains items describing the social environment beyond the family as supportive in general and in times of crisis.

It is interesting that medical services and doctors on whose perception six items were included in the 130-item version, do not seem to be perceived as part of the social support network as reflected in this factor.

Primary Group Concern [PGC]: On this factor, positive and negative items are correlated and form one cluster. The conceptualization of feelings about the primary family would perhaps form a part of overall well-being and had not anticipated this factor as an independent concern.

This cluster also correlates highly with the item of both spouses earning, in the sense that family life is perceived as happier if both spouses work. The term primary
group concern because in the analysis of the 130-item version this factor also contained items regarding security of the children.

(f8) Inadequate Mental Mastery [IMM]: All items with significant loadings on this factor imply a sense of insufficient control over, or inability to deal efficiently with, certain aspects of everyday life that are capable of disturbing the mental equilibrium. This inadequate mastery is perceived as disturbing or reducing subjective well-being. Most of the items on this factor form part of the theoretical construct of mental mastery over self and environment. However, only inverses out of this construct and only items concerning the person himself constitute this factor. The positive statements concerning self form the factor which we named confidence in coping.

It is noteworthy that the items on sadness and on anxiety/tension have significant loadings on this factor only. They have no loadings at all on the factor perceived ill health. This finding may be of theoretical, and perhaps practical, interest for future work in the field of 'underlying depression' when applying the questionnaire to patients with varying degrees of psychopathology.

This factor is clearly similar to the factor 'lack of self-confidence', as described by Bryant and Veroff (1984), which also is related to depression, and the factor 'irritability' in neurotic out-patients described by Lipman et al. (1969) where patients report irritability and depression together, but doctors separate depression in their observations. To a certain extent, it may be akin to what Cook (1980) somewhat surprisingly calls anxiety symptoms in his factor I.

(f9) Perceived Ill-Health [PIH]: This is probably again a one-dimensional factor since happiness and worries over health and physical fitness are highly correlated, and both load significantly here. However, no other inverses have been included in the questionnaire. Worry over disturbed sleep has significant loadings on this factor as well as on the factor of inadequate mental mastery. It is possible, therefore, that problems of sleep would form an independent factor when more questions on this topic would be added, as is in fact the case in the first factor analysis of returns from the General Health Questionnaire reported by Hobbs et al. (1983).
Although probably a one-dimensional factor in principle, we have selected the term perceived ill-health since most of the items refer to complaints. We have avoided using the terms somatization here as initially envisaged by us, because of its usual definition as denoting perceived or real physiological dysfunctioning due to psychological or emotional conflicts or stresses. However, in our data the complaints are not correlated with any other expression of perceived ill-being or reduced well-being, not even with anxiety, tension or sadness.

(10) Deficiency in Social Contacts (DSC): The common feature of the items constituting this factor is worries about being disliked and feelings of missing friends. These are the negative items from our construct of density of social networks. The items with a positive tone from this theoretical construct have been split between the factors of social support and adequacy of social contacts. The latter factor has, however, been dropped because of a somewhat unsatisfactory stability over the various samples.

It should be pointed out that this omission of the two factors of adequacy of social contacts and expectation-achievement discrepancy is somewhat arbitrary. In the case of special interest, the related items can be included, perhaps strengthening the factors by adding some more related questions.

(11) General Well-Being - Negative Affect (GWB-NA): This factor reflects a generally depressed outlook on life. As in the case of positive affect, it represents our theoretical construct of negative affect only to the extent that the overall perception of life is concerned. Specific worries over family, health and the like do not load here. The pair of positive and negative affect is the only paired two-dimensional factors which are not uncorrelated. The finding that well-being and ill-being are distinct but not uncorrelated confirms earlier research findings (Hcaday et al., 1983).

In the following Table 3, item numbers and direction of items are shown factor wise. The last column shows the scoring pattern of the items as per their direction. The original scoring pattern of all the factors was followed as mentioned in the test manual. It is important to note, however, that on seventh factor, the ‘Not Applicable’ response were scored ‘zero’ because the item on this factor were not applicable on unmarried and/or just married subjects. It is the strength of SUBI that this inventory
has been adopted by WHO, has been standardized on adult Indian population and covers a significant dimension of well-being. The factor structure and scoring is shown by the Table 3. given below.

Table 3: Showing factor structure and scoring of SUBI

<table>
<thead>
<tr>
<th>Factor (f)</th>
<th>Item Number</th>
<th>Direction of Items</th>
<th>Scoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1, 5, 6</td>
<td>All Positive</td>
<td>Scoring of 19 positive items is done by attributing 3, 2 and 1 to the given responses.</td>
</tr>
<tr>
<td>2.</td>
<td>2, 3, 4</td>
<td>All Positive</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>7, 8, 9</td>
<td>All Positive</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>10, 11, 12</td>
<td>All Positive</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>21, 22, 23</td>
<td>All Positive</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>13, 15, 18</td>
<td>All Positive</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>14, 27, 29</td>
<td>+, -, -</td>
<td>Scoring of 21 Negative items is done by attributing 1, 2 and 3 to given responses</td>
</tr>
<tr>
<td>8.</td>
<td>16-20, 30, 31</td>
<td>All Negative</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>34-39</td>
<td>All Negative</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>32, 33, 40</td>
<td>All Negative</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>24, 25, 26</td>
<td>All Negative</td>
<td></td>
</tr>
</tbody>
</table>

4. Gainful Employment

This measure can be used to help to see what an employee value most in the workplace and how well their current job fits their value system. If there is a good fit between their workplace values and the reality of their workplace, they are likely to be gainfully employed. Gainful employment scale is developed by Snyder and Lopez (2007). This measure has been shown in Appendix-G.

It consisted of nine items response is to be given in importance. Importance is given in terms of 0=none, 1=very little, 2=some, 3=very, 4=extreme. The term characterized nine benefits of work i.e. variety in duties performed, safe working environment, income for the family and self, deriving purpose in providing a product or service, happiness and satisfaction, engagement and involvement, sense of performing well and meeting goals, companionship and loyalty to co-workers and company and an environment that respects for diversity. The internal consistency (Cronbach Alpha) reliability for this scale is .94. The components of gainful employment are as under:
1) **Variety**: It is believed that variety in task lead to satisfaction. Repetitive work activities lead to presenteeism, in which the individual physically goes to work, but becomes uncreative or dissatisfied due to boredom with repetition. Presenteeism is not about being lazy, rather it is about genuine issues impacting an individual’s ability to fully function; presenteeism can cut individual productivity by a third or more (by both slowing employees down and increasing the number of mistakes they make), and appears to be more costly than absenteeism.

2) **Safety**: The firm and administration must make certain that working conditions were safe for all the employees. Poor conditions in the workplace can cause stress and make poor health worse. A poor psychosocial environment (e.g. organisational culture, support, communication, workloads, relationships etc.) at work, can have a substantial negative impact on employees’ health, gainfulness, safety, and well-being.

3) **Income**: Families are struggling to cope with an increasingly complex world. Individuals are struggling to find the right balance between work and family. Pay is essential to support oneself, family and lifestyle.

4) **Purpose**: An employee may derive aim in life from the work that they complete. Many individuals describe their work as a calling, or in other words, “a vocation to which the employee brings an excitement and commitment to the work for its own sake”. An employee should know what the organisation is aiming to achieve, by when and also how this can be measured.

5) **Happiness**: Passion and attitude at work leads to happiness and satisfaction. There must be a close match between an individual’s activities and their knowledge, skills, and attitudes. Physical activity may also be enough for employees to feel more enthusiastic in the workplace, have increased levels of life satisfaction, and feel better about their physical selves.

6) **Engagement**: An employee must have an adequate amount of work to complete, have the essential knowledge and assets to complete work, and have the opportunity to perform and grow as a result of work. Gainfully employed individuals work in settings where the skills of the employee match the skills required for the assigned tasks.
7) **Performance**: An individual must believe that they are capable of performing well at work and exceeding the goals that he or she set. In order to perform well at work, employees should strive to set SMART (Smart, Measurable, Attainable, Reasonable, and Timely) goals.

8) **Loyalty**: Berman, Shapiro, & Felter (2008) define workplace friendship as “nonexclusive voluntary workplace relations that involve mutual trust, commitment, reciprocal liking and shared interests and values”. Positive friendship have been proven to lead to fewer accidents, more engaged workers, increased achievement, increased job satisfaction, and increased productivity. The workplace friendship has a variety of positive functions for both individuals and organisations. Workplace friendship facilitates increased communication, respect, securities, and trust among employees.

9) **Diversity**: In order to increase diversity, managers make use of “diversity management” in which they use a multiplicity of management techniques in order to enlarge the positive outcomes that are linked with diversity in the workplace. Racial and ethnic diversity are increasing speedily in today’s workplace. Thus an employer have to create a more flexible, supportive work environment so that employees will be able to focus on their jobs. It means making the organisational culture more supportive by making sure policies to meet the needs of employees.

The gainful employment measure can be used to help to see what employee value most in the workplace and how well their current job fits in their value system. If there is a good fit between workplace values and the reality of their workplace, employees are likely to be gainfully employed.

5. **Mindful Meditation**

Mindfulness meditation is an exercise in which one can just go and sit somewhere comfortable with and become focused. While practicing this beingness, this awareness, thoughts will arise. All one need to do with these thoughts is nothing. Do not do anything with them, do not try to watch them, do not try to manipulate them, do not judge them, and just do not try anything. Let them be and remain the witness to all that happens. Open up one’s focus but remain alert. If one notice one is getting involved with thought-forms, go back to the focused state of alertness, of witnessing and retain this state of focused awareness as thoughts pass by in the mind. The longer
one retain this state, the greater the decrease in thought-forms will become and the greater the clarity and bliss.

PROCEDURE

For the data collection, all the participants were individually contacted on their respective places. A cordial rapport was established with all the participants by talking with them generally about their personal details such as name, age, qualification, job profile and hobbies, likes-dislikes etc. After establishment of healthy rapport, they were provided with scales and response sheet of all measuring tools in mixed order. They were well provided with all needed information regarding filling the response sheets. They were asked to read the instructions carefully and requested to attempt all the items.

They start responding by giving general information about them on demographic information sheet and consent form of volunteer participation in the research. The consent form and personal data sheet has been attached in the Appendix-B and Appendix-A respectively. Then they moved to other measuring tools such as PsyCap Questionnaire, Subjective Wellbeing Inventory, Job Satisfaction Survey and Gainful Employment Scale proposed to measure their wellness. Sufficient time was given to the participants for each tool to read and fill. A rest of five minutes was given to the participants after each test to prevent them from fatigue. Participants took half to one hour time to complete all the tools including resting time. After completion of all the measuring tools, response sheets of all tools were taken back from the participants and they were thanked for their valuable time and cooperation.

After the collection of data, the scoring was done with the help of the manuals against different tools. The targeted group (N=40) of those employees having low score on Positive Psychological Capital was given intervention program of Mindful Meditation to see the impact on positive psychological capital.

Intervention: It is a 10 days (15 minutes daily practice) intervention program which was administered individually by the trainer on the persons having low scores on positive psychological capital questionnaire.
**Instruction: Mindfulness of Breathing:**

The instructions for mindfulness meditation are given below:

"Sit in a comfortable but alert posture. Gently close your eyes. Take a couple of deep breaths, and, as you exhale, settle into your body, relaxing any obvious tension or holding. Then, breathing normally, bring your awareness to your body, sensing for a short while how the body presents itself to you. There is no particular way to be; just notice how you are at this moment. Then, from within the body, as part of the body, become aware of your breathing, however it happens to appear. There is no right or wrong way to breathe while doing mindfulness practice; the key is to simply notice how it actually is right now. Let the breath breathe itself, allowing it to be received in awareness. Notice where in your body you feel the breath most clearly. This may be the abdomen rising and falling, the chest expanding and contracting, or the tactile sensations of the air passing through the nostrils or over the upper lip. Wherever the breath tends to appear most clearly, allow that area to be the home, the center of your attention."

"Keep your attention connected with the inhalations and exhalations, sensing the physical sensations that characterize them. Let go of the surface concerns of the mind. Whenever the mind wanders away, gently come back to the breath. There is no need to judge the wandering mind; when you notice that the mind has wandered, simply return to the breath without evaluation. To help maintain contact between awareness and the breath, you may use a label or mental note. Softly, like a whisper in the mind, label the in-breath and out-breath, encouraging the awareness to stay present with the breath. You can label the inhalations and exhalations as "in" and "out," or perhaps use "rising" and "falling" for the movement of the abdomen or the chest. Do not worry about finding the right word; just use something that will help you to stay connected. There is no need to force the attention on the breath; to strengthen your ability to become mindful and present, use the gentle power of repeatedly, non judgmentally returning and resting with the breath."

After the ten days of Mindfulness Meditation used as intervention programme PsyCap of employees was measured again.
Brief Outline of intervention Programme

Forty seven (47) subjects were selected of having low score on Psychological Capital Questionnaire i.e. below 89. The normal range is as displayed the Table 4:

Table 4: Mean, Standard Deviation and Normal Range on Psychological Capital

<table>
<thead>
<tr>
<th>Variable</th>
<th>Mean</th>
<th>SD</th>
<th>Range (Mean ± SD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PsyCap</td>
<td>106.16</td>
<td>16.87</td>
<td>123.03 - 89.29</td>
</tr>
</tbody>
</table>

The description of the norms is shown by the Table 5 where targeted group score is below 89 were selected for the meditation training.

Table 5: Scores Description of Psychological Capital

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 89</td>
<td>Low psychological Capital</td>
</tr>
<tr>
<td>89-123</td>
<td>Average Psychological Capital</td>
</tr>
<tr>
<td>Above 123</td>
<td>High Psychological Capital</td>
</tr>
</tbody>
</table>

None of the subjects had significant experience with any form of meditation. Subjects were studied on their first mindfulness training day and then again after 10 days self-directed training program. On the first day of the study, rapport was established, after the subject rested in the room with their eyes closed and listened to a general informational CD about the effects of meditation practices for approximately 10 minutes. This CD was neutral in its content. The score of Psychological Capital was considered as baseline response to compare with the score on Psychological Capital after intervention. After this, the subject returned to the room for their first meditation session. Subjects initially viewed a 6-minute video on how to perform the Mindfulness Meditation. Subjects were not asked to do anything more than perform the task. Thus, there were no additional instructions regarding the state of mind that they should be in, any preparatory exercises. At the end of the video, the principal investigator answered any questions and then observed the subjects doing the meditation to make sure that it was done correctly.
Subjects were instructed that they would perform the meditation while listening to a meditation CD that guided them through the entire practice. The CD contains an individual performing the meditation practice in its intended manner with some light background music to aid in the performance of the meditation. The subjects were then asked to perform the meditation for 10 minutes the first time. Subjects were sent home with the meditation CD so that they could practice it at home. They were instructed to perform the practice every day for 10 days. Subjects completed a log to record when they performed the meditation practice and their subjective experience of the practice and its effects. Upon completion of 10 days regular training, the log checklist was taken back and they were given the Psychological capital Questionnaire again. Seven subjects were excluded from the study based on their responses recorded on the log list.

**STATISTICAL ANALYSIS**

All the data was subjected to following statistical procedures:

- Descriptive statistical Analysis
- Pearson Product Moment correlation for observing correlation among variables under study
- Stepwise Multiple Regression analysis
- Paired and independent sample t-test

With this much background, the investigator may move to chapter V for the compilation and reporting of the results along with discussion.